

Learning cities in a Global Context

- Professor Michael Osborne
- Director, [Pascal Observatory](#)
- University of Glasgow, UK
- michael.osborne@glasgow.ac.uk



- PASCAL operates from three regional offices: based at the [Royal Melbourne Institute of Technology \(RMIT\)](#), the [University of Glasgow](#), and [University of Johannesburg \(UJ\)](#)
- The territorial responsibility for RMIT is Asia and Australasia, for the University of Glasgow is Europe, for UJ is Africa
- It is envisaged that other offices will be created in the near future in other parts of the world, leading to changes in current responsibilities



Learning City/Region

the term “learning region” is used in a broad generic sense referring to a region, city, urban or rural area, regardless of whether its identity is defined in administrative, cultural, geographical, physical or political terms. The learning region must, however, have sufficient size to encompass and mobilise the key players for the purpose of developing lifelong learning....

EC (2002)

Principles

Mobilisation
of Actors

Learning
Integral to all
Services

Learning as a
Lever

Partnerships
and
Collaboration


Leadership,
Vision and
Commitment



Mobilisation

- Effectively mobilises its resources in every sector to promote inclusive learning, re-vitalise learning in families and communities, and facilitate learning for and in the workplace
 - To assess learning needs
 - To open opportunities for all
 - To provide flexible mechanisms for credit

Learning Cities/Regions provide opportunity for the socially excluded



Learning Across Portfolios

Notion that activities across a **broad portfolio of services** should revolve or stem from learning

Joined-up Learning Services

Service Agreements





Levers

The idea of investments in **lifelong learning** sitting alongside **economic levers**

Lifelong learning as the driver for **local and regional regeneration**

Learning Cities/Regions attract business





Partnership and Collaboration

Locally

Formal, non-formal and informal
Local and regional government
Associations, Non-Governmental
Organisations, social partners
Businesses

Beyond the Local

**Partnerships, exchange and
collaboration** with other
regions and cities are essential

But **customised** – the
importance of the
neighbourhood

Networks exchanging practice

UNESCO GNLC
PASCAL Learning City Networks



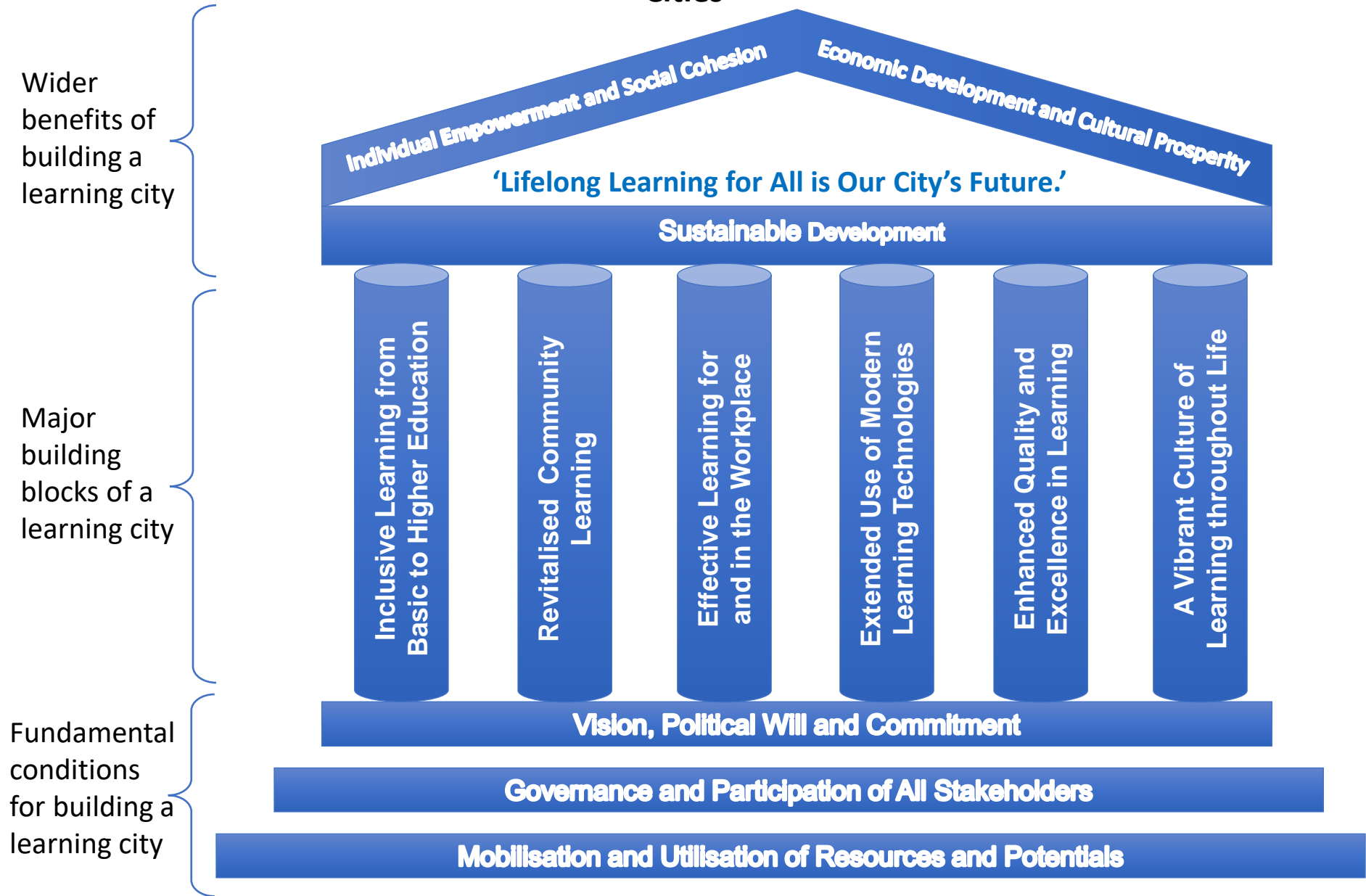
Leadership,
Vision and
Commitment

Leaders who understand the importance of learning, who have **vision** and **political commitment**

Suitable **Governance** Structures



A Preliminary Framework of the UNESCO's Key Features of Learning Cities



Asia leads

Broad conception of lifelong learning

Commitment to learning society

Collectivist philosophy

Life-deep orientation

Pascal Learning Cities Networks



NETWORKS

[Reimagining Inclusive Economic Futures](#)

[Learning Cities: Meeting Today's Challenges for a Better Future](#)

[Implementing an EcCoWell Approach for Holistic Development](#)

[Connecting Urban and Rural Learning Initiatives](#)

[Harnessing Museums, Heritage and Education](#)

[Addressing Disadvantage to Build Inclusive Learning Cities](#)

[Faith-based Learning City Development](#)

LATEST NETWORK BLOGS

PASCAL EcCoWell 2 Recovery Programme - City of Cotonou [read...](#)

PASCAL EcCoWell 2 Recovery Programme - University of Glasgow [read...](#)

PASCAL EcCoWell 2 Recovery Programme - Beijing Academy of Educational Sciences [read...](#)

PASCAL EcCoWell 2 Recovery Programme - Harlem [read...](#)

PASCAL EcCoWell 2 Recovery Programme - Datong Taipei [read...](#)

[NETWORK BLOGS...](#)

Learning Cities Networks (LCN)

Learning Cities Networks (LCN) are interactive policy-oriented groups of stakeholders within cities, sharing ideas and experience directed at innovative responses to the big issues confronting cities. LCN will build on insights and lessons derived from the [PASCAL International Exchanges \(PIE\)](#) program over three years from 2011 to 2013 with networks established in key areas for sustainable learning city development as identified through the PIE experience.

The networks include city administrators with the support of their CEOs and mayors, as well as academics and other stakeholders. They also seek to link with regional and national governments, business and labour organisations, and very importantly establish links with foundations. Networks will develop in flexible ways depending on the nature of participation of members with new sub-themes emerging, and with evolution of focus as new participants become involved. Networks are not mutually exclusive with some topics crossing from one to another.

The outcomes of participation will define key characteristics for sustainable learning cities for the future. Important staging point for the networks have been the PASCAL conferences in [Glasgow](#) in 2016 and in [Suwon](#) in 2018.

The Networks

REIMAGINING INCLUSIVE ECONOMIC FUTURES



KEY AIM: The purpose of the PASCAL Learning Cities Networks (LCN) 'Reimagining Inclusive Economic Futures' is to create and support a network of cities and city-regions with a focus on developing a secure economy whilst working towards achieving the United Nations' Sustainable Development Goals (SDGs). This unique network of cities and regions nationally and internationally will exchange knowledge and experience to improve the economy sits alongside the three other PASCAL Learning Cities Networks (Culture, Faith, and Remote Communities), and works closely with the UNESCO Institute for Lifelong Learning.

[Read more](#) 558 reads

IMPLEMENTING AN ECCOWELL APPROACH FOR HOLISTIC DEVELOPMENT



KEY AIM: This Network will develop holistic and integrated approaches and practice in learning city development, based on the work already undertaken in the [PIE](#) and Networks programmes interacting across silos.

[Read more](#) 620 reads

LEARNING CITIES: MEETING TODAY'S CHALLENGES FOR A BETTER FUTURE

KEY AIM: Learning cities are confronted and challenged by a number of critical issues that are global in their scale, impact and significance, and which threaten the aspiration for a peaceful, harmonious, and sustainable civilisation on planet earth. This network will



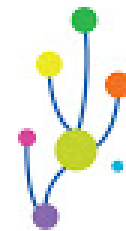


Challenges

- Develop models that are reflective of citizen **demand** and **need**
- Learning from other initiatives - crossing boundaries, but reflecting the **reality of their day-to-day** lives
 - The limits of **policy-borrowing**
- Recognition of the **heterogeneity of places** and of the **socially excluded**
- **Social inclusion** and **Economic Development** are not dichotomous
- Paying particular attention to certain groups – e.g. **disabled**
- Improving the quality of data
 - Data sharing and citizen science
- Sustainable Development and the SDGs
 - Learning cities contribute not just to SDG4



Educational Disadvantage & Place: Big & Novel data to meet social challenges



Urban
Big
Data
Centre

An ESRC Data
Investment



SHLC

Centre for Sustainable,
Healthy and Learning Cities
and Neighbourhoods



Aerial of Dhaka, the Capital of Bangladesh. Credit: TravelView, Shutterstock



Further Resources

- Organisation for Economic Cooperation and Development/Ceri (1992) *Study prepared for the Congress on Educating Cities*, Gothenburg. Paris:OECD.
- EC (2002) *Call for Proposals (EAC/41/02) European Networks to Promote the Local and the Regional Dimension of Lifelong Learning (The 'R3L' initiative)* Brussels: EC
- Longworth, N. and Osborne, M. (2010) 'Six ages towards a learning region: A retrospective'. *European Journal of Education*, 45(3): 368–401
- UNESCO-UIL (2013) *Key Features of Learning Cities: Introductory note*. Hamburg: UIL
- <http://www.centreforsustainablecities.ac.uk>
- <http://ubdc.ac.uk>
- <http://pascalobservatory.org>
- <http://lcn.pascalobservatory.org>